

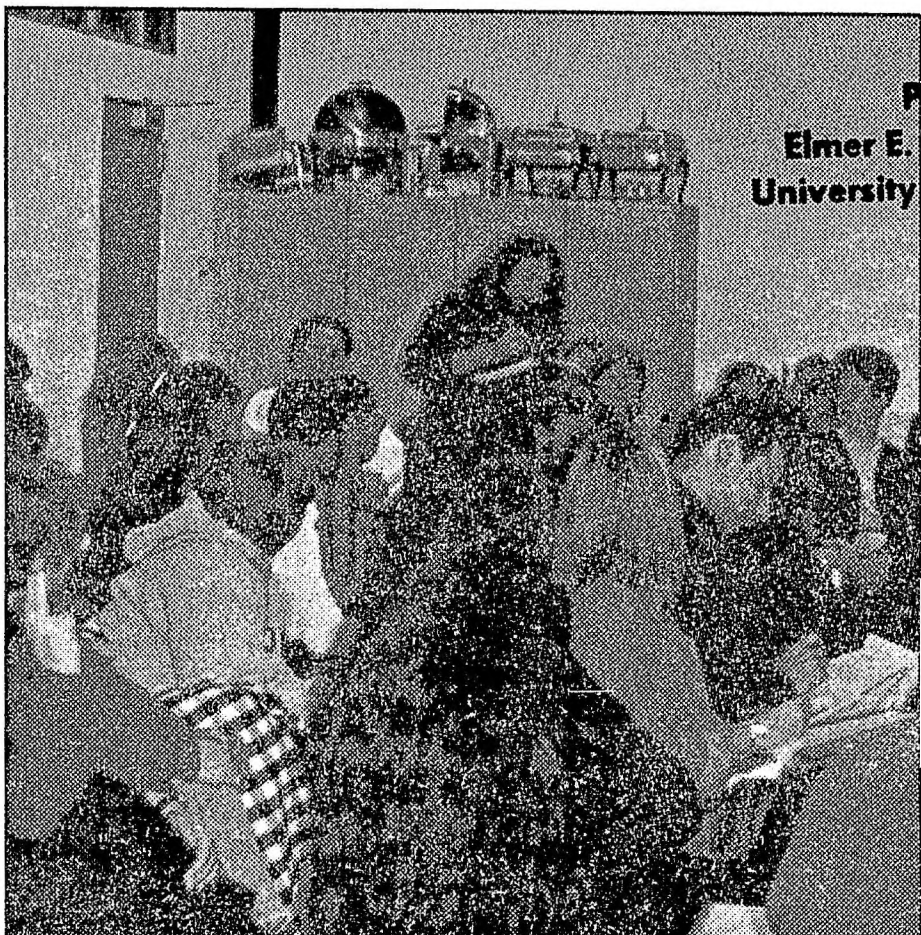
# Whalesong

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University of Alaska Southeast, Juneau Campus

October 16, 1998

## Students question candidates at USUAS forum



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Elmer E. Rasmuson Library  
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Photo by DJM Bowes

UAS student Larry Tucker addresses candidates at USUAS forum.



Photo by DJM Bowes

John Clough-D, Bill Hudson-R, Don Able-R, and Kim Elton-D address students at forum.

USUAS sponsored a candidate forum in the UAS Lake room Sept 21. Present were Kim Elton-D, John Clough-D, Don Able-R, Bill Hudson-R, UAS students, staff, and faculty. The event was moderated by USUAS president Josh Horst and timed by USUAS vice-president Clancey DeSmet. Candidates discussed issues pertaining to students, including the new recreation facility. Students addressed the panel, and asked questions.

USUAS is currently organizing a congressional debate with Jim Duncan. Horst hopes Don Young will also attend. This event will be held in the Egan Library room 104 on Oct 20 from 2-3pm. Students are encouraged to attend.

## Mac's vs PC's: Computer center helps student win the battle

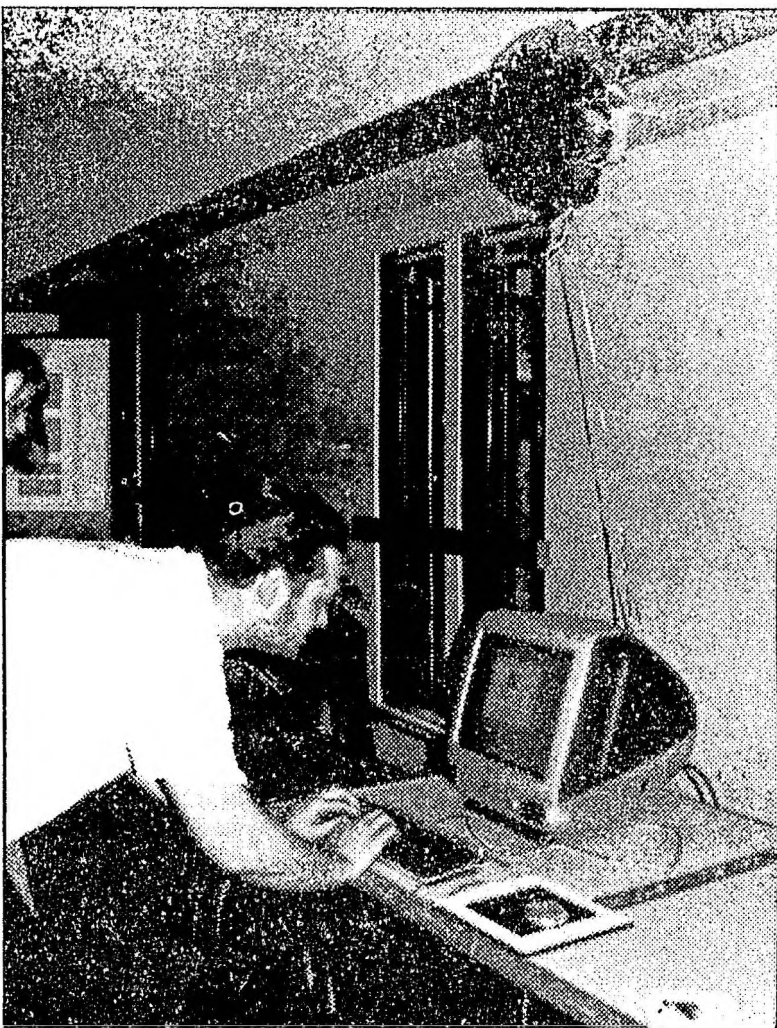


Photo by DJM Bowes

Thor, God of Mac.

DJM Bowes  
Whalesong Reporter

You're sitting at an Intel-based machine at home typing the finishing touches on your paper. Done! Now save to a floppy and take to the computer lab for printing. You arrive at the lab only to find all Intel (PCs)

based machines are taken. Its 10 minutes before class. You panic! All the Macintosh (Macs) machines are empty. "What a waste," you think. "They could be PCs instead."

Out of desperation you ask a computer consultant what options there are to print your paper. He calmly takes your disk, puts it into a Mac, brings up Word, opens your file from the floppy and sends a print file to the printer in the lab. You stare at your hard copy of the paper with disbelief and joy. Wait! Your heart does a minor jump though when the computer consultant points the mouse to your floppy on the screen and drags it into the trash. "What is going on here? Good thing I have a hard copy of my paper." Your floppy pops out of the Mac and you rush off to class. You did not have time to find out if you lost the files of your floppy or what made the floppy pop out of the Mac machine.

Matt Segun, a computer lab consultant at UAS, has noticed a trend between Mac users and PC users. "Mac people tend to see the PCs as difficult to use, while the PC users see the Mac's as somehow inferior."

Segun answers all sorts of computer questions students may ask including "Can the Mac print from my PC disk?" During the fall semester, many new students do not know what options are available in the Computer Lab.

Scott Linzmeier, Computer Lab manager at UAS, says "because of the technology fee, we have great equipment and we are able to provide students with help desk support." Part of the mission statement for the Computing Lab states: "We also provide access via Macintosh and Intel based desktop computers to a wide variety of software applications: spread sheets, word processing, web browsers, multimedia, and desktop publishing." One challenge for students is to learn both the Macs and PCs. It is not required; however, if a student is versed in both types of computers there will be less of a problem switching from one type to another at the university or in the work place. There is one restriction. You can go from a PC machine to a Mac machine with no problem, but not from a Mac to a PC. It

seems that the Mac's are smart enough (have the software to do the job) while the PCs still have some growing do. The software for this direction is not available on campus.

Software is available at the Computing Lab for both PCs and Macs. Software choices for both systems include Adobe PageMaker, Adobe PhotoShop, Adobe Premiere, ClarisWorks, Microsoft, Excel, PowerPoint, Word, Netscape Communicator and Graphical Analysis. Options for software available on Macs only include Director 5, Hypercard Player, Blind Watchmaker, Geometer's Sketchpad, and TI-Graph Link. PC specific software packages available at the lab include Peachtree, Westmate, Visual Basic, Glenco Keyboarding and Windows 95. Windows 95 is also available on the Mac. However, the Mac must be running a program that emulates a PC environment, called Virtual PC. The other option for running Windows 95 on a Mac is to put a piece of hardware (PC card) inside a Mac which "will give a user two computers in one" according to Thor Ryan, a Computer Lab consultant.

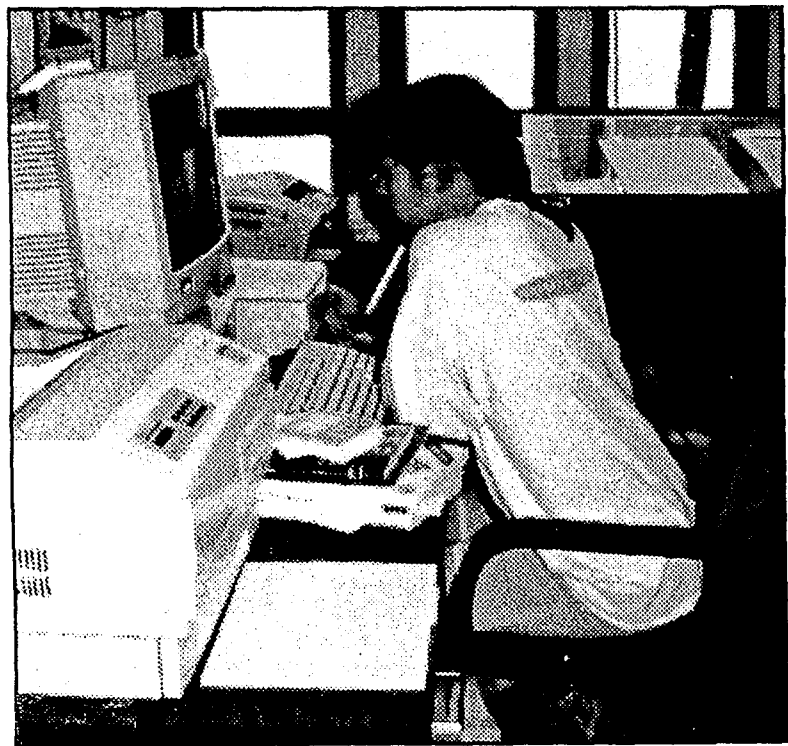
Hardware available currently in the Computer Lab at UAS includes 21 Macs (G3/266, 64 RAM) and 14 PCs (Pentium 200, 32 RAM). For those who do not know what the numbers mean, the bottom line is that the Macs are much faster than the PCs. For those who have a page from Shakespeare to type into the computer, a page scanner will make the job much less tedious. There are three scanners available; one in the Computing Lab and two in the Mac classroom. If you have never used a scanner, the self-teaching guide sheet will walk you through the process with little effort.

One of the goals of the Computing Lab is to provide the "UAS community with the means to become more technologically proficient" according to the Computing Lab Mission Statement. With the software and hardware options available on campus, one could leave this campus with a working knowledge of both the Macintosh and Intel-based desktop computers. Another valuable tool to take away from your stay at UAS.



## Editorial

### That money didn't fall from the sky; it was tapped from the Earth



By Amelia Jenkins  
Whalesong Editor

Under the Alaska Constitution, the natural resources of Alaska belong to the residents of Alaska (Alaska Constitution Article VIII, Section 2, General Authority). That's a great idea, but let me point out that natural resources don't make money just sitting there in the ground.

In 1969, the state auctioned off the drilling rights on 164 tracts of state-owned land at Prudhoe Bay. This auction-lease netted the state \$900 million. This was an amazing amount of money for a 10-year-old state, especially considering the total state budget for 1968 was only \$112 million. No wonder we got a little over-excited. This started an extremely lucrative relationship between oil companies and the state. The state owned the land. The oil companies had the resources and the technology to get the oil out of the ground. But before anybody could make any money, the oil had to be got out of the ground.

That first \$900 million was spent on the obvious things: water and sewer systems, schools, and airports. It

also helped the state meet health, education and social service needs. However, as a new state, Alaska lagged far behind the rest of the country in terms of providing basic needs for its citizens: \$900 million was not enough to catch up. Fortunately, the oil fields at Prudhoe Bay were proving to be the largest in North America. To bring that oil to market, the world's largest privately financed construction project, the Trans-Alaska oil pipeline, was built. In the mid-1970s oil began to flow out of Prudhoe Bay, and money began to flow into state coffers.

Alaskans started to think that a portion of this wealth should be saved for the future when the oil runs out. In 1976, the voters approved an amendment to Alaska's constitution creating the "Alaska Permanent Fund" savings account. From then on, at least 25 percent of all mineral lease rentals, royalties, royalty sale proceeds, federal mineral revenue sharing payments, and bonuses received by the State were placed into the Permanent Fund. May I point out that nearly all of these sources are environmentally damaging?

The Permanent Fund is made up of two parts: principal and income. The principal is invested permanently and can't be spent without the people's vote. It is managed as a savings trust for all Alaskans, separate from the state's general fund. The income is spent by the legislature and governor to fund state government. As appropriated by the legislature, it has been used to pay for a multitude of state and local services such as education, public safety, highway maintenance and capital projects. The 1980 Legislature also created the Permanent Fund Dividend Program, to distribute a portion of the income of the Permanent Fund each year to eligible Alaskans as a dividend payment.

Alaskans who received a dividend each year from 1982 through 1996 have received \$11,940.13 so far. That's a lot of money. The dividend program has channeled more than \$5.8 billion into our state economy.

The Permanent Fund Dividend program allows residents to share the wealth from publicly owned resources. That is a great deal, but don't forget where that money came from.

*a thousand tongues together  
with the raw love of beauty and power*

*my language*

*hot with pounding blood*

*read it eat it lust after it*

—W.S.

Correction: The previous issue's photograph of the deer in front of the Mourant building was taken by Judy Regan.

## Letters to the Editor

Vision for me, Rick, is vertigo. And yes, I am a Virgo (Whalesong horoscope). I'm a freshly spawned student at UAS. I truly appreciate your article in the Whalesong newspaper. I too remember meeting with my advisor, ya, ya, six weeks ago. That person asked me what my plans are. That's an ominous question for someone who apprehensively, but coolly, ambled through the front door. My remarks filled in blanks on paper, filled a 15-minute time slot, which filled the next four years of my existence. Five hundred dollars later and 15 feet down the hall I registered for classes.

I believe my conception of college education is widening. I don't even know what high school is like; never quite "made it" there. To me, then, college was a place to get a degree for a well-paying job. These misconceptions and stereotypes are falling. Probably due to me getting off my old duff and experiencing college life. How this self-inflicted schooling is going to help me in my life, in my book, will greatly outweigh a piece of paper with the words "DEGREE" on it. Thanks for the article *Hindsight is 20/20*. I really enjoyed seeing this article. Thanks again for helping me shed more insight on why I'm here. Thanks for the vision!

—David H Schmidt Jr.

## Where's the fire at UAS?

Cherilyn Johnson  
Whalesong Reporter

The fire alarm on the morning of Oct. 8 caught people at UAS by surprise, and not everyone knew what to do about it.

Take me, for example. I was in the ladies' room in the computer center and heard a noise that sounded like groaning water pipes. On exiting the room, I saw everyone else exiting the building. I followed, and learned that a fire alarm was in progress.

As I walked from Whitehead toward Mourant, I discovered that different alarm bells rang differently. Some clanged, some squawked, and some merely grunted. My fellow students clustered on the covered walkways, smoking, sipping coffee, chatting. I thought, "If there really was a fire, we'd all be a little too close for comfort." When the alarm stopped ringing, students began drifting back into the buildings, although I overheard a couple of people wondering if there had been an "all clear" signal.

The experience raised some questions in my mind. I was sure that university students were not expected to line up two by two and walk quickly without running out to

the playground and NO TALKING. But I thought perhaps some guidelines existed for fire alarm scenarios. I called Bob Etheridge, Facilities Manager at UAS, to find out. Wednesday's alarm came as a surprise to Etheridge too. It was not a scheduled drill. Unlike me, however, Etheridge knew correct fire alarm procedures and seemed happy to enlighten me.

According to Etheridge, in case of fire alarms people should exit the buildings and walk across the road, putting a safe distance between themselves and any possible flames, as well as leaving the roadway clear for potential fire trucks. And people should wait for an "all clear" signal before re-entering the buildings. Etheridge or someone else from Facilities will deliver the "all clear" in person. He did so on Wednesday and found that some groups waited for the signal, even though others re-entered the buildings prematurely.

Etheridge explained the difference in the sound of UAS fire alarms. The system is being updated as funds are available, in conformity with the Americans with Disabilities Act. Eventually the system will include strobe lights for the hearing-impaired, as well as new audible alarms. At this point, some buildings have new alarms and some have old ones.

## Whalesong

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The University of Alaska Southeast student newspaper, *The Whalesong*, is a bi-monthly publication with a circulation of 1500 copies per issue. *The Whalesong's* primary audience is UAS students, although its broader audience includes faculty, staff, and community members. *The Whalesong* will strive to inform and entertain its readers, analyze and provide commentary on the news, and serve as a public forum for the free exchange of ideas. The staff of *The Whalesong* values freedom of expression and encourages reader response.

*The Whalesong* editorial staff assumes no responsibility for the content of material written by non-staff members. The views and opinions contained in this paper in no way represent the University of Alaska and reflect only those of the author(s). The editorial staff is solely responsible for content.

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## Faculty Contribution

### From whence we come...

By Dr. David J. Ackerman  
Department of Business and Public Administration

There is an interesting tradition amongst teachers of Buddhism, that of tracing the lineage of their teachers. While it is a kind of certification that the teacher has learned from those who "knew their stuff," it is also a reminder that we do not come into the possession of knowledge on our own. Rather, it is knowledge accumulated over a great many years and passed from teacher to student.

From time to time, I look back at the teachers who had the greatest impact on me. I find that it helps keep in perspective just what I am trying to do as a teacher. It also reminds me that I am a part of a much larger chain of teachers and students.

Francis J. Hayden, S.J., an astronomer and a member of the faculty at Georgetown University, was the advisor for the Washington Junior Academy of Science (WJAS), an organization which I had joined during my junior year of high school. Father Hayden, a short, jolly man, preferred the company of young people to that of the famous for he saw in those young people the future of science.

Father Hayden didn't try to tell any of us what we should do with our lives—what fields we should pursue, or what subjects we should study. Rather, he encouraged us to follow our interests in exploring the world about us. Each day was a wonder of exploration and discovery for him—something which he conveyed to the officers of WJAS who turned his observatory into a second home and club house.

From Father Hayden, I learned the importance of encouraging each student to find their own way. For something to be meaningful, it must become a passion

which helps sustain study and application. It is little wonder that quite a few of us ended up as professors. Or that we each remember him with such warmth.

My freshman year at Purdue, I took an introductory course in biology from Professor Al Chiscom. "Big Al" was famous on campus for his interest in students. Al-

*I learned the importance of encouraging each student to find their own way. For something to be meaningful, it must become a passion which helps sustain study and application.*

—David Ackerman

though a senior professor, he chose to teach an introductory class because he felt that course, more than any other, shaped the interest of students in the field of biology.

It was his lectures that made his classes interesting. I can still recall his lecture about "green men from Mars" which proved to be an explanation of why trees are shaped the way they are—the structure is simply the only one which provides for their needs. Al proved that a lecture can be interesting while also being educational. Last spring, Big Al retired from teaching, remembered by many of us who enjoyed and learned from his lectures.

## Student Contribution

### Crashing Into education

By Clancey DeSmet  
Professional Student

College has been a long winding road for me. I have recently discovered how important that long and winding road has been. I finally—yes finally—graduated with a BLA, and in what, it does not particularly matter. College was to me and still is a place of discovery. A place where you can discover what you are and even aren't good at.

The main discovery, for me, was that I wanted to remain in Alaska. I graduated from high school (JDHS) in 1992. I left high school with a lot of rough skills—math and English to be exact. From that point on, I had no clue as to what my life had in store. All I knew was that I had to get out of Alaska! Unfortunately, being equipped with rough skills only left me with one option, the University of Alaska. I had to ask myself: "Why am I going to the University of Alaska?" The next few years of my life would soon lead me to the answer of that negative question.

I embarked upon the University of Alaska Southeast in the fall of 1992. I knew that my plans were to go here for a year and get my basics, and then I would be able to get out of Alaska. So, I went to UAS for a year, got some decent grades, and chose Montana State University in Bozeman, mainly because several of my friends had decided to go there. Montana left me overwhelmed and without direction. I was just a number—574.—and was soon swallowed up in things that I would categorize as less than scholastic. In the end, I chalked up three lackluster semesters in a place that I considered less than beautiful, by Alaskan standards. I soon had a little fire inside my heart for my home.

The University of Alaska embraced me once

again with open arms, and this was even after I left it for another university. It took me a while to adjust to living at home and going to school again. There was, however, some hope. I started taking school somewhat seriously, and learned to apply my knowledge from my lackluster learning experiences to help me succeed in Juneau. However, after one semester, I decided that I was going to Europe. Yes, Europe. There wasn't a better time to travel abroad. I was not at the point where I was going to give up academia altogether, nor was I at the point where I could see light at the end of the tunnel—a degree.

In August of 1995, I traveled abroad with three friends to Europe. I saw 11 wonderful and historically rich Western European countries in six weeks. Originally, the plan was to bolt through each of the 11 countries (previously chosen) and in time we would return to our favorites. The rest period before the return tour took place on a little island known as Thira or Santorini, which is part of the Cyclades Islands in Greece. Rest was a welcome idea when we set foot on this historic little island in Greece. The island of Thira was volcanically active several hundred years before I arrived. Therefore, the landscape of the place is somewhat unique. The natives built their homes, businesses, and other municipalities on the sides of the island, after the volcano shaped its present existence. By "sides" I mean that there are streets that resemble switchbacks on a mountainous trail. The island of Thira sits at about three or four hundred feet above sea level. Anyway, my friends

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## Student Resource Center options

By Lori Exford  
Whalesong Columnist

If you have ever needed to see the nurse, explore careers, drop a class, search for a missing article of clothing, or plan your academic course load, you've stopped by the Student Resource Center. Other than the cafeteria and the computer lab, the SRC may be the most visited office on campus. The staff in the SRC serve students in a variety of different ways, although students may be most familiar with our academic advising services. We would like to share with you the many different services we provide, and also inform you about some changes that we are making in our Center.

In addition to academic advisors, the Student Resource Center has a health center, a career counselor, a personal counselor, and disability services. We house the Office of Academic Internships and Exchanges and the Native and Rural Student Center. We are supervised by the Regional Director of Student Services who is our campus Dean of Students. Our staff works on issues of recruitment and retention, developing student services to be more student centered. We serve students who are on campus and off campus through face-to-face appointments, phone calls and email. In our continuing process of improving services, we've recently made some changes at the SRC that we'd like to bring to your attention.

Starting this week, when you stop by the SRC to see an advisor, our staff will ask that you fill out a brief intake form. This form asks for some general information about you, then asks you to specify the nature of your

appointment. For example, do you have a personal concern? Are you interested in an exchange program? Do you need academic advising? Our staff then places you with the person who can assist you with your questions and concerns. This form is very brief, and will help the SRC staff understand student needs and improve services.

We are also changing the way we handle our appointments. We are encouraging all students to stop by and make "next day" appointments, instead of being seen immediately or sometime later in the day. As this is going to be a challenge, not only for students but also for our staff, each advisor has chosen "office hours." Just as you have specific times during the week that your instructors will be available to see you, our advisors will be available for "walk-ins" throughout the week at a variety of different times. Walk-in times for each advisor will be posted at the SRC desk. You are welcome to either make an appointment, or use the walk-in services.

We appreciate your patience and your feedback regarding our changes. Our goal is to help you, the student, actualize your potential. We will assist you in your future by sharing skills, tools, information and encouragement as you pursue your educational and personal goals. We will continue to provide the same available and accessible services, with emphasis on holding all of us, staff and students alike, more accountable for our time.

So please feel free to stop by. We're here to help in your success!



UAS students enjoy free ice cream in the Mourant Cafeteria.

Photo by DJM Baxes



UAS Student senators Suzan Fitzgerald and Verity Gudger frolic in the Student Government office.

Photo by Amelia Jenkins

## UAS students earn degrees at summer session

39 students earned degrees and certificates at the end of the summer session at the Juneau campus of the University of Alaska Southeast. Of the total, there were 24 graduate, eight baccalaureate and four associate of art degrees. Three earned certificates. Degrees/certificates were awarded to the following:

### Master of Arts in Teaching, Secondary Education

Stacy Chatto, Kodiak  
Amy Contesto, Juneau  
Richard Currier, Juneau  
Victoria Gellert, Anchorage  
Peter Mabry, Juneau  
Michael Mahoney, Sitka  
Scott McArthur, Sitka  
Philip Mischovich, Juneau  
Gregory Morgan, Oklahoma  
Erika Schafer, Illinois  
Shawna Rudio, Juneau  
Alan Thomas, California

### Master of Education, Early Childhood Education

Eileen Bryson, Kenai  
Janet Stevens, Willow

### Master of Education, Educational Leadership

Wayne Clark, Homer  
Charles Collins, Oklahoma  
Rebekah Grant, Teller  
Kimberly Homme, Juneau  
Jacqueline Kookesh, Angoon  
Timothy Marerus, Ouzinkie  
Steven Pine, Oregon  
Kenneth Sweenhart, Kodiak

### Master of Public Administration

Frank Burchill, Whitehorse

### Master of Business Administration

Daniel Garcia, Juneau

### Bachelor of Business Administration, Management

Robert Carrier, Juneau

### Bachelor of Business Administration, Accounting

Anita Clark, Juneau  
Michelle Kaelke, Juneau

### Bachelor of Business Administration

Allison Gordon, Fairbanks

### Bachelor of Liberal Arts, Government Studies

Julie Rexwinkel, Nevada

### Bachelor of Liberal Arts, General Studies

Christine Wyatt, Auke Bay

### Bachelor of Liberal Arts, Art

Amy Sievers, Juneau

### Bachelor of Elementary Education

Mark Engle, Auke Bay

### Associate of Arts

Jadene Florendo, Juneau  
Ben Jon Flores, Juneau  
John Price, Auke Bay  
Judith Suryan, Juneau

### Certificate in Power Technology, Automotive

Harley Sievenpiper, Juneau

### Certificate in Marine Technology

Zach Graham, Juneau

### Accounting Technician Certificate

Mary Rivear, Juneau

## BB/BS fun for students

By Whalesong Staff

Do you feel like every conversation in your life is about classes? Does it seem like everyone in your life is between the ages of 18 and 25? Are you planning to come back to Juneau after this school year? Then you are a prime candidate for Big Brothers/Big Sisters.

As a volunteer for Big Brothers/Big Sisters, you would be committing to spending two to six hours a week with a child. "Littles" in the program come from a variety of backgrounds, and program caseworkers are sensitive to matching your "little" to fit your strengths and abilities.

The first stage of volunteering at Big Brothers/Big Sisters is the screening. Potential volunteers do fingerprint checks, a home visit (to determine whether your home is a safe environment for the child. This is waived for student housing, since housing already upholds high safety standards), an interview, and written psychological tests. "Those tests were pretty interesting," says Amelia Jenkins, who volunteered for the program for three years. "They administer them to find out what kind of person you are based on multiple choice questions like 'If the phone rings, are you usually the first person to answer it.' She says the 'craziness' of those tests alone were worth the screening process. She describes the interview as 'startlingly personal, but I guess they wanted to make sure I was a sane and stable person.'

After the screening process is completed, volunteers meet with a case worker to explain what they would like in a "little," and what they have to offer. "I was only 18," says Jenkins, "so I wanted to be matched with someone young. I also didn't want a Little Sister from a really rough background, just because of my own naivete." The case worker was sensitive to these wishes, and

brought Jenkins three cases to choose from. At this stage, none of the girls knew they were being considered. After Jenkins chose who she thought would be the best match for her, she met with the child's mother. "I explained that I didn't have a car, or a lot of time or money. She was fine with that. She actually liked it because that would make me an even better role model. I felt a lot better knowing I would be matched with a kid whose background wouldn't make me deal with things I wasn't ready to." The "little" lived with her single mother who worked three jobs. Stability was there, but time and attention were lacking. Jenkins' job would be to provide a little of that time and attention.

"We played a lot of pool at the lodge," she says of time spent with her little. "We would also rent movies, go hiking, cook stuff, and we did a lot of art projects." Once a month Big Brothers/Big Sisters organized an event for all program participants. "I got to go sailing, shoot a crossbow, and eat a lot of free pizza," says Jenkins. These are all opportunities she would not have had otherwise.

She says the best thing about being a volunteer for Big Brothers/Big Sisters was spending time with a different kind of person. "I was living on campus then," she says. "All my friends were students. I was taking 26 credits for a while, working at the library, P.A.ing, and tutoring. That's a pretty academic life. Having Shawna around forced me to relax and play once in a while."

So if you're feeling overwhelmed by academia, or just bored by the monochromancy of your social sphere, why don't you give Big Brothers/Big Sisters a call.

For more information contact Big Brothers/Big Sisters at 586-3350.

## Student leaders meet in Fairbanks

By Whalesong Staff

The Coalition of Student Leaders of the University of Alaska met the beginning of this month in Fairbanks. The meeting was moderated by Annette Nelson-Wright, Student Regent, and attended by representatives from the three main University of Alaska campuses, as well as the Kachemak Bay Student Association, Alaska Pacific University Student Council, and Kenai Peninsula College Student Union. Representing the University of Alaska Southeast were President Josh Horst and Vice-president Clancey DeSmet.

Coalition members made minor changes to some existing university policies.

A major topic of discussion was the current lack of an appeals process for Alaska Student Loan Denial. As it stands, a student who has written a total of three bad checks will automatically be denied a student loan. There is still no recourse for a student whose student loan is denied due to the actions of a third party, such as theft or delay of payment by an employer or government agency. Students hope to see this changed with the implementation of an effective appeals process.

Some minor changes were also made to the existing liability waiver signed when students use university equipment.

DeSmet also hopes to see the removal of a sentence stating: "The release includes loss or damage claimed to be caused by the negligence of UA." He points out that as it stands, a student could be liable for damages incurred if he/she were out on the lake in a kayak with a big hole in the bottom.

The Coalition of Student Leaders drafted a motion which would provide a 45-day time limit "to any review of student government constitutions, bylaws, and amendments." At the end of the 45 days, the document would be automatically adopted.

The University of Alaska's requirements of student clubs also received some reworking. But the university stands by its policy of no denial of registration or recognition by the university or denial to access to university funding, facilities, or services based solely on the views espoused by the club's members. The changes no longer require student clubs to be registered with the university in accordance with Regents' Policy, University Regulation, and MAU rules and regulations. Clubs are still required to provide the organization's name, goals and objectives, membership criteria, officers or other authorized representatives, and any other information specified in pre-existing rules and procedures.

## Fields busy in publishing field

Marjorie Fields, UAS education professor, stays twice as busy writing and revising because she writes for two different audiences. Her more scholarly books, like "Let's Begin Reading Right" and "Constructive Guidance and Discipline," are aimed at educators like herself who work with children aged three to eight years. In addition, she has simplified the material in the former book and published it for the parents of children in that age group.

"Let's Begin Reading Right" is in its fourth edition and is widely used in the U.S. and Canada as well as other foreign countries. A version for parents called "Literacy Begins at Birth" was published in 1989. The book encouraged parents to teach good literacy habits to their pre-school-aged children. It advocated practices such as reading aloud to young children, and writing down what the children themselves have to say. A revised edition

for parents called "Your Child Learns to Read and Write" was published this past summer by the Association for Childhood Education International.

An updated version of "Let's Begin Reading Right" went to the publishers on Oct. 5, 1998, and will most likely come out in late 1999 with a copyright date of 2000. The second edition of "Constructive Guidance and Discipline" came out last year.

## Crash...

Continued from Page 3

and I decided that some "r-n-r" would do us some good, and in time we could decide on a plan of attack for our return to the favorites. That would all change in a matter of moments.

Remember what your mother told you about motorcycles? I do! But unfortunately, I forgot her advice when I rented a scooter in Greece. That was the beginning of the end of my European vacation. I crashed that scooter and managed to end up having to come home days later. I remember the day clearly. I was running around on the scooter, pretending that I was on the TV show "Chips." In short: I crashed and dislocated my shoulder on that damn scooter! Well, something was telling me that I needed to be in Alaska.

So, I managed to return to Alaska only after several weeks. I felt robbed or gyped, but all of the signs pointed at returning to college. I returned to UAS in the fall of 1995 and proceeded to sign up for a couple of classes about two weeks before midterms. Let's forget about that immersion process. In the spring of 1996, I discovered a new taste for learning and for school. Don't worry. I am not getting mushy about school, but I did actually begin to see that light.

Majors change. Philosophies change. But what shouldn't and what didn't change for me was my long and winding road. I found that my long and winding road led me not to the end, but to one of the significant accomplishments of my life. I did actually benefit from the bumpy ride of my life. In addition, I rediscovered my love for Alaska, and even more specifically Juneau. Think about it: Juneau is one of the most beautiful places on Earth, and the bonus is having a university in a place that possesses such beauty. Finally, try not to get bogged down by the small things in life because they always make you stronger and hopefully more seasoned to deal with whatever bumps you encounter in your travels.

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# UAS swaps students with Scandinavia

Written and compiled by Whalesong Staff

Roger Knight is probably the only Norwegian getting his degree in Surfer's Paradise (located near Brisbane on the east coast of Australia), and living in Juneau. "I kind of made up my own exchange program," he explains. He had to wade through a lot of paperwork and appeals, but he's managed to receive just enough grants and loans to pull it off. The Norwegian government pays about one-third of Knight's costs. He also takes out \$8000-\$9000 a year in loans, and receives numerous scholarships. Textbooks cost twice what he is used to. He'd like to get together enough money to see more of the state.

Knight is in Juneau for the year, taking business classes at UAS that will transfer back to his degree program in Australia. He plans, eventually, to go into international trade: "but I want to do a lot of other stuff first," he says. His intention is to get his first degree from his current university, travel for a year, then get his second degree in Melbourne.

Knight finds the universities in Australia and Alaska to be much the same in structure. This structure is not like Norwegian university classes. In Norway, each subject holds class once a week. Grades are assessed entirely by one exam, given at the end. If the student fails the exam, it can be re-taken later, like in the Swedish system.

Knight's first semester taking classes in English was tough, but he quickly caught up. He is now learning as much in classes as native English speakers. He has yet to dream in English, though.

The city and area Knight is from has the same population as Juneau, but he says it feels much bigger because it is not isolated.

The 23-year-old did not grow up fishing, like a lot of us have. As a child he would occasionally sport fish, but says that's about it. Otherwise, his previous jobs have been similar to those of Americans. He was a paperboy for a while, and worked at McDonald's. One difference is that he made \$12-\$13 an hour at McDonald's.

When asked if he would recommend going on exchange to other students, he says: "yeah, definitely. You learn a lot, and get perspectives on how things work at home."

As in education, Knight chose a circuitous route to Alaska. He flew from Oslo to Moscow, then took the Trans-Siberian Railway to Beijing. He "played around" in China for a while "having fun and trying to communicate." He then flew to Los Angeles to relax for a while with a friend before coming to Juneau.

"Alaska has always been in the back of my mind," he says. After finding UAS's web page on the Internet, he decided to do what it would take to get here. He's looking forward to some snowboarding, after experiencing a full year of summer.

## Angela Rorem, UAS Student in Oslo Norway

I am living in Oslo, Norway. I've been here for almost three months. I started my year here by attending the Oslo International Summer School (ISS) at the University of Oslo. ISS had 550 students from 88 different countries. I lived in the Blindern dormitories on campus and attended an intensive elementary Norwegian class three hours a day, five days a week, for six weeks. It was fascinating to watch and interact with people from so many different countries. The six weeks of summer school gave me a nice jump-start on my ability to speak Norwegian.

After summer school, I had about a month until fall semester, so I was able to travel around much of Norway. I visited my Norwegian relatives in Stavanger. It was very difficult to communicate because of the difference in dialects. I'm learning to speak *bokmål*, and my relatives speak *nynorsk*. Many of the words and pronunciations are different between the two, so it was hard. I did much more listening than speaking.

Now I am back in Oslo and I started the fall semester at the University of Oslo a couple of weeks ago. I live at *Sogn Studentby*—off-campus dorms. I share a flat with nine other students. We each have our own rooms and share the kitchen, living area, and two bathrooms. The dorms here are quiet. It sounds terrible to have 10 students together, but it's not bad.

I'm attending a program designed for North American students called the Scandinavian Urban Studies Term (SUST). I am enrolled with 21 other Americans. We all take a language course, and three other courses that are intertwined—Scandinavian art and literature, Scandinavia in the World, and Urbanization and Sustainable Development. Much of the coursework deals with the working of the welfare state.

It has always been a dream of mine to live in Oslo, attend the University of Oslo, and learn the Norwegian language. My parents attended the University of Oslo 32 years ago when they were first married, so I guess I'm following in their footsteps. They both speak Norwegian. I have a strong Norwegian heritage and roots. I chose to come to Oslo and worked hard trying to find programs for foreign students.

My schedule has been very chaotic these first couple weeks. I usually don't have class until noon and class only lasts for about two hours. My language class is in the evenings. Any free time I get, I go downtown and explore. I love the city. It is beautiful and there are tons of museums to visit.

I really lucked out because I came from Alaska. Every person in my program complains about the weather. I just have to laugh at them because it is the same weather we have in Juneau.

Elizabeth Schelle has been the contact person for international exchanges at UAS for about five years. Her own interest in the program began when, as a senior in college, she had the opportunity to spend a year at the University of Lund in southern Sweden through the

University of California system. Schelle had been a speech communications major, but by her senior year she needed to fill some electives. She did that by going abroad.

Schelle chose Sweden for a combination of two very common reasons to study

Wendy Winsenberg decided to go to Sweden after walking past the International Opportunities Board in the Student Resource Center. "It said 'opportunities in Sweden still available' and I thought, 'OK. I'm there.'" Growing up, her neighbor was Norwegian, so she knew a little bit about Scandinavian culture, and liked it.

Winsenberg spent from January to June of this year in Växjö, Sweden on the ISEP program. She was enrolled in the inter-cultural studies program, which combined social-psychology with intercultural communications; topics relevant to her psychology major at UAS.

While all her classes were in English ("or Swenglish"), Winsenberg made the effort to learn some of the Swedish language. "My friends all thought I was stupid wasting my time on a Swedish language class when they all spoke English, but I thought it'd be rude not to at least try."

Despite making the effort to learn a new language and keep up with normal school work, Wendy found the Swedish school system easier than ours. "They only work on one subject at a time," she says. Classes are intensive, and generally last about a month. Then the student moves on to the next subject. There is no homework or tests to be turned in during the course of the class. Each course has one exam at the end. It is up to the student to decide what and how much they should study for. If the student guesses wrong, the exam can be taken again next time, without needing the class and tuition payments first. (Of course, tuition payments aren't a problem for Swedish students. Their socialist government takes care of that.)

Students in Sweden also specialize early, so they're not taking classes from a variety of disciplines. Their educational aim is depth rather than breadth. "They think it's nuts I'm taking biology and math when I'm a psyche major," says Winsenberg.

It is almost unheard of for students to work off campus, and rare for a student to work on campus, so they have a lot more energy to dedicate to their studies.

This relaxed, focused approach to education fits with Winsenberg's impressions of Swedish culture in general. She describes their pace of life as "relaxed and organized."

Swedes have a lot of holidays and not a lot of clutter, and Winsenberg says they will wait in a line for half an hour without growing impatient.

Another common impression of Swedes that Winsenberg shares is that they are very reserved people. "They couldn't understand why I would want my name on a public list for honor roll," she says. (Her reason: "Because I worked my butt off for it, that's why!")

An interest in shark behavior drew Swede Marcuss Carlsson to Hawaii for his freshman year of college. While the schooling was good, he found it too hot and way too expensive. Tuition alone was \$4700 per semester, while the Swedish government was giving him about \$5000 for the same amount of time. \$300 a semester is not enough to live off of, even if you do sleep on an inflatable mattress in the kitchen to save on rent. His high expectations of Hawaii made it easy to be disappointed by the dirty water and stifling weather. He wanted to leave, despite the good school.

One of his friends found Alaskan schools on the Internet. It looked like a beautiful place, so Carlsson started to look into it. He and Greg Wagner began e-mailing regularly. Wagner helped Carlsson get nearly all his paperwork together at the last minute. And now he's in Juneau.

He says he's much happier here. The nature that drew him is all that he expected, and he hopes to stay as long as he can. He says he's glad he came, and is impressed with the teaching he receives in the core classes he is taking here.

The 25-year-old had been skiing since he was about four, which is not unusual for a Swede. The only time he's snowboarded, he

So far Sweden has been great. It is quite a bit like Alaska, but no mountains. That's OK. In a couple of days Robin and I are taking a trip with a bunch of exchange students to Norway for about four days! It should be a blast.

I would like to plan a Christmas trip with [other UAS students studying on the continent] to somewhere in Europe.

One disappointment I have here is that I don't think I'm going to be able to do much more than speak a very little and read the Swedish language. Everyone here speaks English! I have taken a 30-hour course on the language, but outside of class I have to force myself and the Swedes around me to speak it. Oh well, that's OK. I feel Sweden was a good choice in coming to Europe.

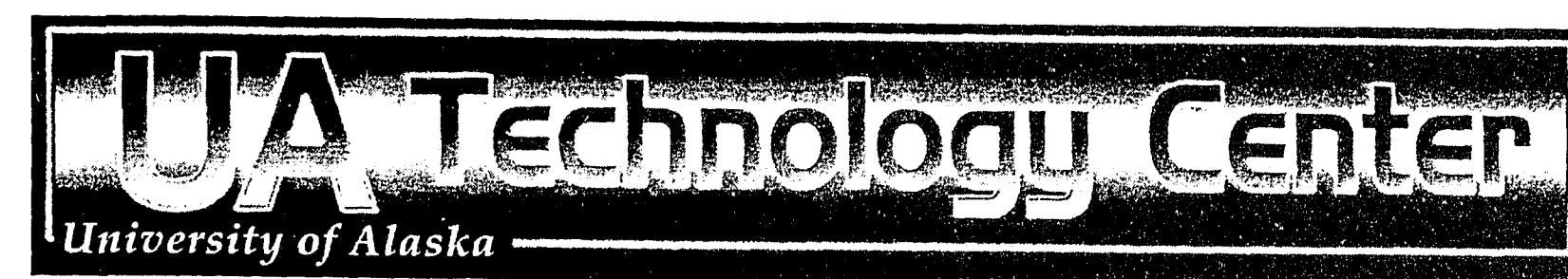
—Scott Finley, UAS student currently in Växjö, Sweden

abroad: a family tie to the country of study, and a healthy "what the heck" attitude. Her Swedish grandfather had family over there that she had a chance to visit with. The most compelling reason? "That was one place that didn't require a language proficiency." Leaving France to the students of French,

and South America to the Spanish speakers, Schelle spent a summer studying the Swedish language before heading overseas.

She enjoyed the experience enough to make it part of her job to assist others do the same thing she did.

Continued on Page 8

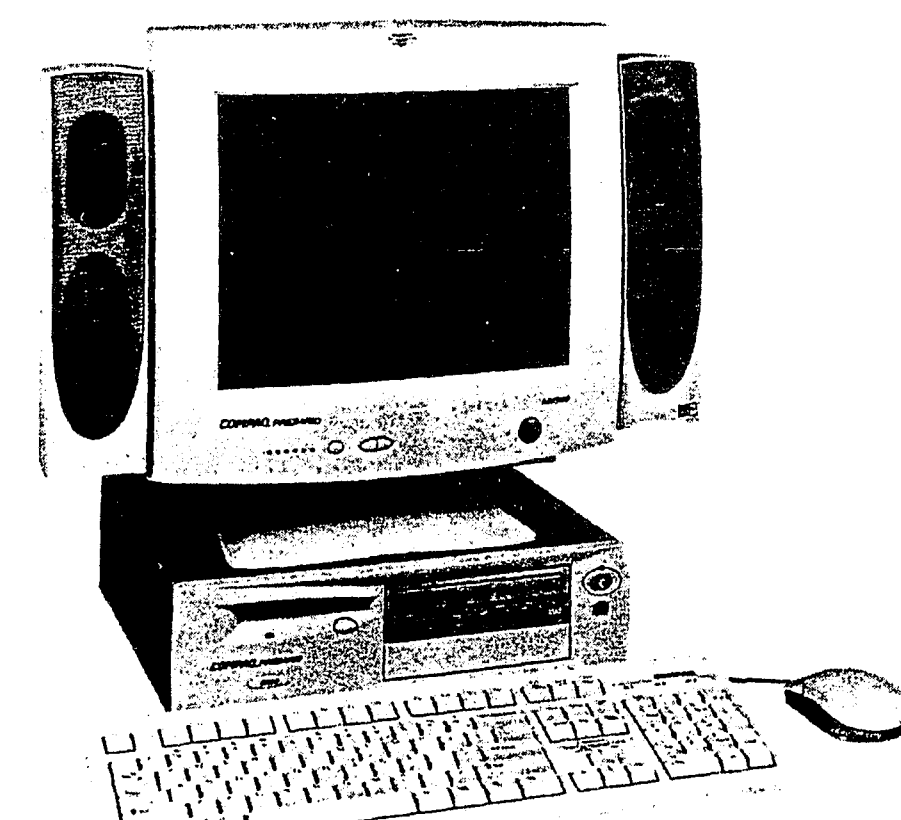


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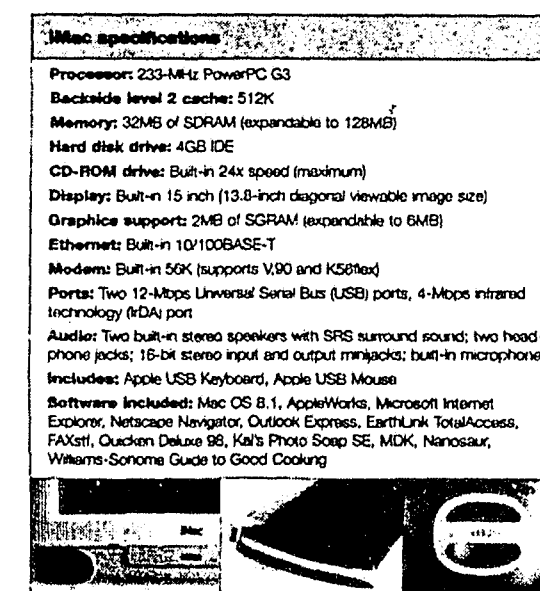
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# Students' perspectives on aging at UAS

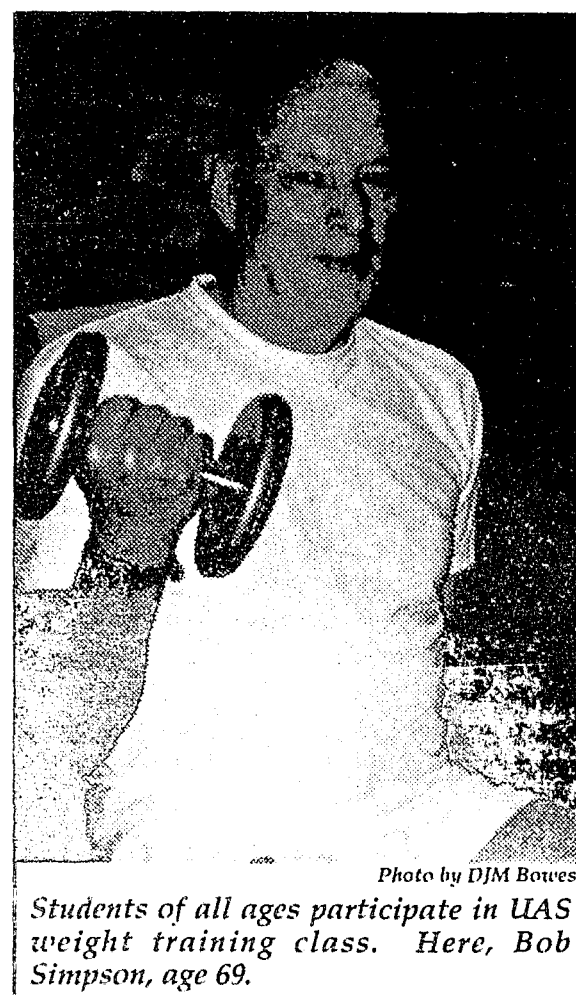


Photo by DJM Bowes  
Students of all ages participate in UAS weight training class. Here, Bob Simpson, age 69.

DJM Bowes  
Whalesong Reporter

Perspectives on chronological aging are shaped by available role models and the age from which one views the "older generation." Here at the Juneau campus there are plenty of role models.

During a recent survey in the café at

UAS, 20 students shared their views of being an older student at UAS. The beginning age for Photo by DJM Bowes the survey was 30 years old with no upper age limit. There were 15 questions on the survey including age, degree goals, commute distance, and asking for any humorous stories about being an older student. The majority of the students surveyed were in the 40 to 55 age range. Many students were returning to receive a degree after an absence from school. Their degree goals included bachelor's in business, communications, liberal arts, and education. Other older students are pursuing a master's degree in business and fisheries. Several older students have "always attended school for enrichment." Most live off campus and commute from as far away as Thane road or North Douglas locally. One student flies in on a floatplane from Hoonah once a week, rents a room in Juneau during the week, and then flies home for the weekend. During the flight there is plenty of time to tell humorous story about campus life as an older student.

An older student, who wishes to remain anonymous, recalled a recent event that made her realize she was perceived as an older student. She was washing her hands in a rest room at Centennial Hall, when a young girl of about 18 or 19 came in. Her friend who said "boo" in an attempt to scare her followed the girl. Both the older student and the young girl were startled. The young girl asked her friend if she had scared the "old woman." Both the older student and the friend looked

around for the "old woman". None could be found. Suddenly, the older student and the friend realized they were talking about the one with the Grey streaks in her hair, the older student. Everyone burst in to laughter.

John, a student in the computer program at UAS, thought it was "nice to be taken for a professor."

Rick, who is working towards a computer application certificate, wondered if students thought he was a narcotics agent. He remembers when he was in his late teens and early 20s; all older students were narcotic agents to him. Perspectives change over the years both by the person aging and the younger generation.

The mindset of aging begins with your parents as role models. As you enter college and the work force you can add other role models. Not looking ahead and making a decision on how to age gracefully is similar to letting your car or home fall into a state of disrepair over the years. Look around on campus.

There are many great role models among the teachers and staff on how to age gracefully. Your classmates are also another source of role models. Talk to an older student and ask what they have done to age so gracefully.

Perhaps you will be able to pass on the information to someone when you are an older student of life.

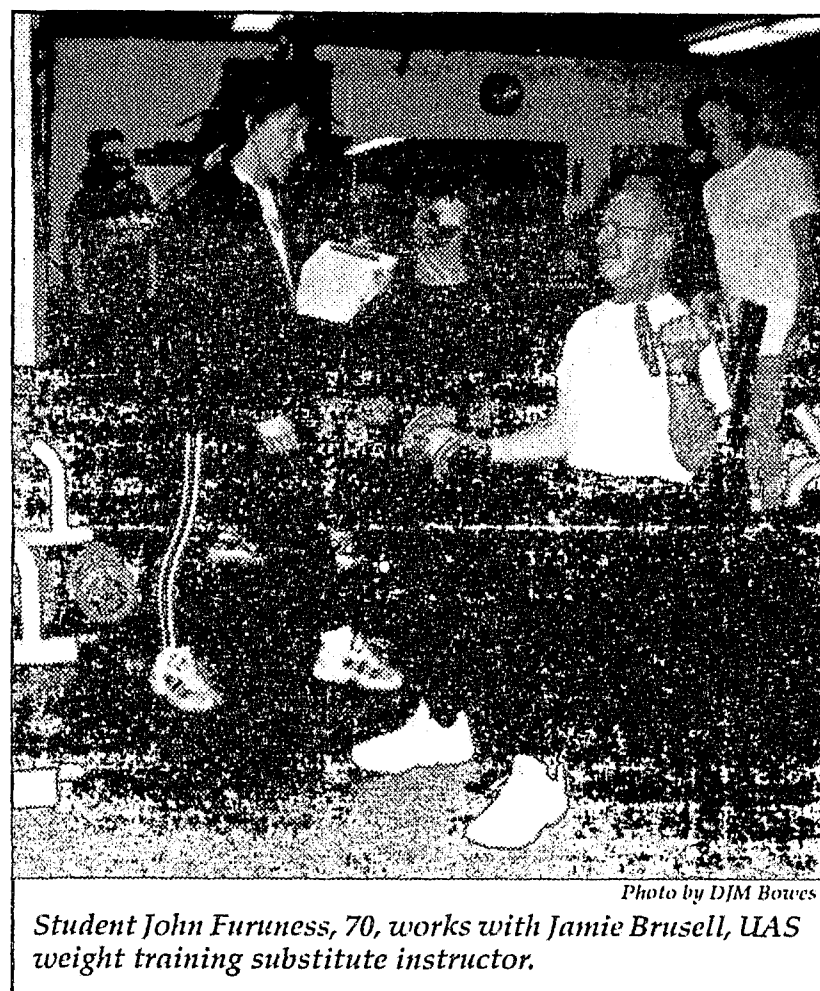


Photo by DJM Bowes  
Student John Furness, 70, works with Jamie Brusell, UAS weight training substitute instructor.

## Scandinavia...

Continued from Page 6

had trouble keeping his balance, but he concedes it was very icy, and is willing to try again. Marcus thinks Americans are outgoing, and likely to talk to strangers and foreigners. He finds us open-minded and easy to make contact with. "Swedes are introverts. I can't deny that," he says, but points out that once a Swede starts to warm up to someone, he/she can be incredibly friendly.

Carlson makes the observation that outdoorsy people are pretty much the same the world over. It's in the cities that cultural differences really show up.

Another observation he makes is that Americans don't drink nearly as much alcohol as Swedes, but drugs are much more common in the States.

School at UAS is affordable for him, but unnecessary things are so cheap in America that he finds himself losing money by buying things he doesn't need.

As an avid hunter, Carlson was struck by the differences in gun control laws. "The good thing is that [Americans] learn to use them young. That can be a bad thing if someone breaks into your house and can steal a bunch of guns." In Sweden, citizens are required to attend a four-month course before obtaining a license that will allow them to own up to eight guns. He is stunned that you can buy a gun in K-mart at the same time you go to buy oatmeal.

Things are even more different between the two countries if you look below the surface of the ocean. An overabundance of algae has suffocated nearly all the marine life forms in Sweden, and killed the fish. Fishermen have to go further and further out to make a living. Here in Juneau, Carlson caught six salmon after only about 20 casts from Dipac.

If he goes into marine biology, and returns home, Carlson will likely spend his career dealing with the algae and the problems it causes. "That's not really what I want to do," he says. What he's really interested in is sharks and shark behavior. Unfortunately, the nearest sharks to Sweden live outside of the Hebrides (in northern Scotland). With this career he says he would probably live in the United States "just for something interesting to do. But home is always home, so I'm not sure what I'll do."

## Practical Baked Salmon

How you obtain this wonderful fish is up to you. Preferably buy it fresh, not frozen.

Pre-heat oven to 350 degrees

1 piece of salmon  
1 sliced onion  
1/2 sliced orange  
1 Tbsp butter  
Salt and pepper to taste

Wrap fish in tinfoil and place on cookie sheet or pan  
Cook for 10-15 minutes (until desired texture)  
Serve with rice and vegetables

-David Schmidt

# UAS professor appreciates Juneau's beauty

By Whalesong Staff member

When Dr. Jonathan Anderson comes home from work, he likes to take his Great Dane out for a run on his bike, play a game of cards with his family, read a good science fiction novel, or watch an episode of Star Trek.

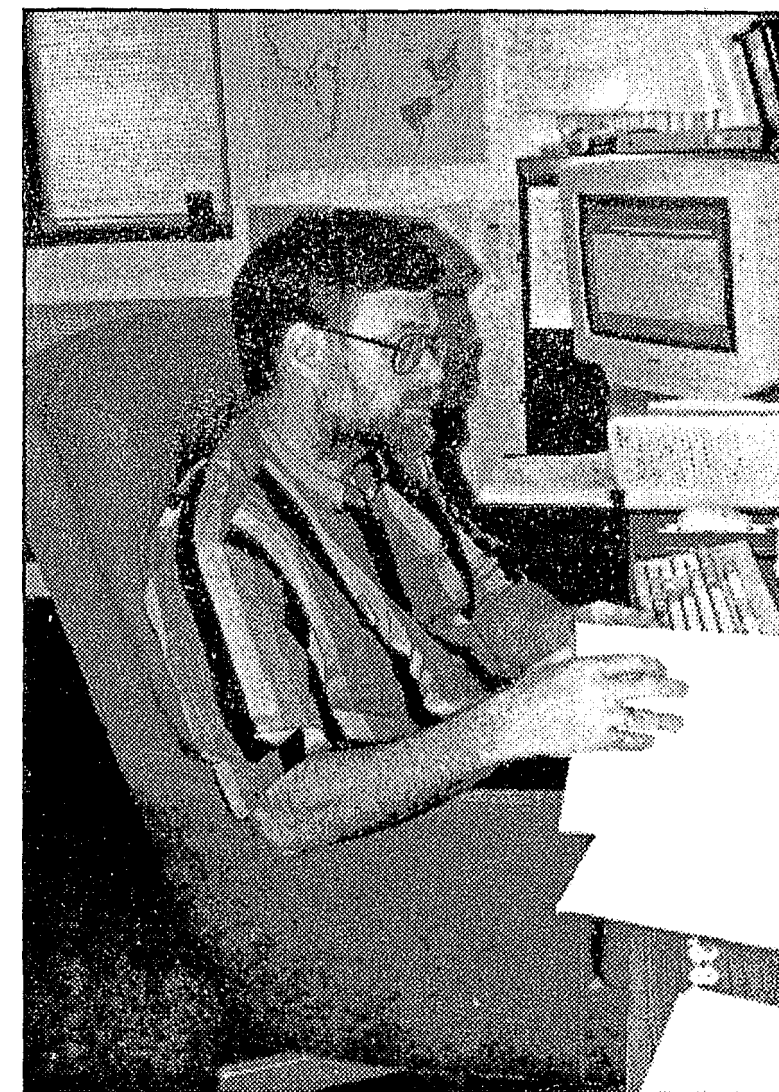


Photo by Tina Anderson  
Jonathan Anderson in his office performing public administrative duties.

Anderson is the new director of the Public Administration Program at UAS. He and his family moved to Juneau from Indiana where he has just completed his Ph.D.

As well as Anderson's Breadth of education: BA in History at Colorado State University, MA in Public Administration at American University, and Ph.D. in Public Policy at Indiana University, he has worked at a variety of jobs. He has worked as a teacher's assistant, on a farm, for the State Department, and owned a taxi company, among other things.

As a jack-of-all-trades, Anderson is well-traveled. He has lived all over the United States as well as in Australia and Bangladesh.

He is passionate and dedicated to his work. In addition to his administrative duties, Anderson teaches two classes. One class is *Human Resource and Personnel Administration*, the other, a satellite class, is *Introduction to Public Administration*.

Anderson explains how his introductory class is delivered by satellite to a number of sites all over the state and in Whitehorse. He hopes the site numbers will increase in the future. "I want to provide a quality program to more students," he said.

Anderson's areas of expertise include conflict resolution, personnel management, interpersonal communication, and diversity issues. He hopes to use these skills to develop the Public Administration Program.

A number of reasons come to mind when asked why he came to Juneau. "The idea of being able to be the director of a graduate program, and the beauty of Juneau were very attractive. I've always loved the mountains and the outdoors. And, Juneau is such a friendly and cosmopolitan place for a small town. One of the more important reasons is that my wife, Mary, was able to find work, too," he adds.

The administrative part of his job can be somewhat tedious, and "there's a lot of work," Anderson says, "but I'm really happy with it so far."



Photo by Tina Anderson  
Jonathan Anderson likes to spend peaceful moments with his Great Dane taking in Juneau's beauty.

## One-line movie reviews

By The Midgett

ANTZ

Neurotic, computer-generated worker ant, wins the love of a princess ant (with the help of his friends) while destroying, then restoring civilization.

Blade

Mentor, love interest, and vampire-born hero uses stakes, a sword, and anti-coagulants to stalk and dispatch evil vampires bent on the enslavement of the human race.

Armageddon

Eight charismatic oil-drillers and a handful of forgettable space shuttle pilots attempt to use nuclear bombs and X-wing fighter technology to avert an extremely rapid global warming disaster.

What Dreams May Come

A man from a normal-life family dies, goes to heaven, crosses multiple versions of paradise and Hell itself to reunite his tragic, dysfunctional, after-life family.

Godzilla

Improbably irradiated iguana nests in Manhattan despite the best efforts of the Armed Forces, New York's reporters, and Ferris Bueller.

By The Heiman

Mulan

Disney feeds us another epic cartoon with the main character who has more problems with her silly, annoying sidekick than the guy who's trying to conquer China.

Ronin

Tough guys get together to outsmart and outgun major countries who want them dead...no, it's not Iraq.

Dr. Doolittle

Eddie Murphy as a veterinarian deals with animals who have dirtier mouths than he...and it's a kid's movie!

Lost in Space

The movie which supports the correlation between sci-fi and nerdiness is a poor attempt at using edgy, generation X actors and will be a much more enjoyable movie when it appears on Mystery Science Theater 3000.

Deep Impact

Young man has more problems than just puberty as the world is about to end.

Saving Private Ryan

War is hell.

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## Wright keeps an eye on the Sound

Cherilyn Johnson  
Whalesong Reporter

Bruce Wright, visiting associate professor at UAS, not only teaches about wildlife, he does something about it. Wright, who teaches correspondence courses on bald eagles, bears, and whales, works as Chief of the Office of Oil Spill Damage Assessment and Restoration at the National Oceanic and Atmospheric Administration. As such, he serves as NOAA liaison to the Exxon Valdez Oil Spill Trustee Council.

The council is made up of six entities, three state and three federal—the State of Alaska, the Alaska Department of Environmental Conservation, the Alaska Department of Fish and Game, the U.S. Department of Agriculture, the National Marine Fisheries Service, and the U.S. Department of the Interior. According to its mission statement, the council's goal is to "restore the environment injured by the Exxon Valdez oil spill to a healthy, productive, world-renowned ecosystem, while taking into account the im-

portance of quality of life and the need for viable opportunities to establish and sustain a reasonable standard of living."

As part of that process, Wright visited Prince William Sound last month with other council representatives. The council found the area to be in what they consider the restoration phase of its recovery.

According to Wright, the council monitors a number of indicator species and considers the health of the total ecosystem as they evaluate oil spill recovery in the Sound. One indicator species, the bald eagle, has recovered from the effects of the oil spill, and several other species are in the process of recovering. But some indicator species do not seem to be recovering well. (See sidebar, below.)

The council does not leap to the conclusion that this is because of the oil spill, Wright said. Evidence indicates that

the entire Northeast Pacific region, including Prince William Sound, experienced what is called a "regime shift" back in 1976. The area changed from a crustacean-based ecosystem to a fish-based ecosystem. Fishermen who had been reaping healthy harvests of shrimp and crab suddenly found their nets coming up empty.

As part of the regime shift, the population of important forage fish species like sand lance and herring dropped sharply. These species had provided food for such indicator species as marbled murrelets and harbor seals. Based on this evidence, it appears that some indicator species were already in decline prior to the Exxon Valdez oil spill, which took place in 1989. The complete 1998 Status Report of the Exxon Valdez Oil Spill Trustee Council is available through the Alaska Department of Fish and Game.



Photo by Mark Duran

**A lake of glass rests  
Until stirred by gentle rain  
The mountains dissolve.**

—Hillory Woelkers

### Bird Watching

**Pink flamingoes  
Perched so symmetrically,  
Bright on a slope of Alaskan grass.  
Avian anomalies  
Flocked geometrically,  
Always distracting me as I pass**

**(just once I'd like to see you  
scattered  
random  
structureless  
abstract asymmetric  
flowing  
free-form  
flock)**

**Pink flamingoes  
Opposed diametrically,  
Big ones and little ones face to  
face.  
Gentle absurdities  
Poised isometrically,  
Rosy examples of stilted grace.**

—Marah



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## Upcoming Events

### UAS events

**Global Connections** meets every Friday at 1:30 in the Maurant Lounge.

**Basketball** meets at Auke Lake Elementary every Tuesday night at 6:30.

**Volleyball** is played every Sunday night from 5-7pm at Mendenhall River Elementary.

**JRC Student Racquetball Lessons** on Tuesday and Thursday nights. Sessions meet at 8:45pm.

**Life Lessons Series** will meet every Thursday night in October. These meetings at 8pm in the Housing Lodge.

The Lodge is hosting a **Henna Workshop** 8pm on Friday the 16th.

**Free Bowling** for students October 18th 9pm at Channel Bowl.

Mon. Oct. 19 there will be a **Fimo bead making** workshop at 9 p.m. in the Housing Lodge.

Thursday, Oct. 20, Peter DuBois of Perseverance Theater will be giving a talk about theater directing at 10:45 a.m. in HB 113.

On Wed. Oct. 21 a first ever "student staff appreciation day" is being organized. This is a day to highlight the excellent students that we have working here at UAS, and thank them for their contribution to our campus. Signs will be hung around campus and available to any supervisor who wishes to hang them around. Buttons will be handed out. For more information contact Timi Hough in the Housing Lodge at 465-6389.

On Saturday the 24th, UAS will be holding its annual **bulb planting**. This will take place from 10am-12 all over campus and housing. Oct. 24 is also the **UAS Homecoming**.

Wed. Oct. 28, at 9 p.m. in the Housing Lodge, UAS Faculty will reading their favorite **Stories on a Dark Night**.

On Fri. Oct. 30, there will be a **Blood Drive** in the Lake Room from 10 a.m.-3 p.m. A **Costume Contest** will be at noon in the Maurant Cafeteria. At 7 p.m. **Banfield Haunted Hall** will be open for trick-or-treating. This is one more chance for kids to wear those costumes!

### Local events

The Family Film Series will be showing **Abbott and Costello** Sunday night the 18th at 2pm in the JDHS auditorium. This event is free to students with i.d.

**Perseverance Theatre** is starting this season with Anton Chekhov's "The Seagull" (translated by Carol Rocamora). It is about writers and artists from different generations dealing with art and love on the eve of a new century. "This play feels so right for us not only because we sit perched on the edge of a new millennium, but also because Alaska's landscape ... is the perfect setting for Chekhov's vision," says Peter DuBois, director of the play. "The Seagull" will run October 16-November 1.

Remember that with your student i.d., admission to the **State Museum** is free. The museum is located downtown near the Fiddlehead, and is open Tues-Sat 10am-4pm. As well as the usual exhibits on the nature, Natives, and history of this area, the museum will be hosting three temporary shows.

One is a photography exhibit by Shelley Schneider. The Anchorage photographer presents images of Thai-Buddhist and Hill-tribe cultures, sacred sites, ruins, and monuments in Thailand. This exhibit is part of the Alaska Solo Exhibition series, produced by the Alaska State Museum.

Another part of this series is on exhibit here this month. Painter David Woodie of Juneau creates oil on canvas works inspired by a landscape transformed by the timber industry. Woodie, who has spent much of his life working in the woods, approaches his subject from an informed perspective finding the transformed landscape to be rich in drama, compelling, and resonating with contemporary life.

The Alaska State Museum is also hosting the Sixth International Shoebox Sculpture Exhibition. This exhibit brings together artists working within a broad range of media to create sculptural works with one common element—their size. These small sculptures invite viewers to stand close and look carefully. *Shoebox* is organized and traveled by the University of Hawaii.

JAHC/UAS Film series will be showing "Marius et Jeanette" 7 p.m. on Wed. Oct. 21 in the JDHS auditorium. Tickets are \$3 for students.

On Oct. 31 there will be an all age **Boogeyman Ball** in the Nugget Mall. Tickets for this costume event can be bought for \$4 at Student Activities.

At midnight, Oct. 31 PFLAG will be showing "The Rocky Horror Picture Show" in the JDHS auditorium. Tickets are \$10. This is an alcohol-free event.

### Resources and Services Injured by the Spill



Photo by David Zee

Bald eagle (3 species)



Photo by Robert Angell

Cormorants (3 species)



Photo by John Hyde

Harbor seal

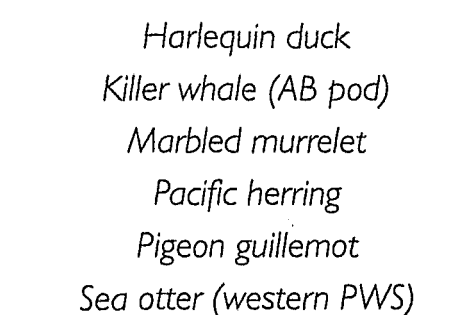


Photo by Robert Angell

Harlequin duck

Killer whale (AB pod)

Marbled murrelet

Pacific herring

Pigeon guillemot

Sea otter (western PWS)



Photo by Robert Angell

Black oystercatcher

Clams

Common loon

Cutthroat trout

Designated wilderness areas

Dolly Varden

Kittlitz's murrelet

River otter

Rockfish



Photo by Roy Gural

Commercial fishing

Passive uses

Recreation and Tourism

Subsistence

1. Status of intertidal communities based largely on monitoring in sheltered rocky habitats in Prince William Sound; status of other intertidal habitats is less certain or unknown, though some recovery can be anticipated.

## "The Seagull" prepares to soar

Cherilyn Johnson  
Whalesong Reporter

The smell of freshly painted scenery filled the Perseverance Theater Sunday night as a small audience gathered to watch what amounted to a dress rehearsal for "The Seagull." Anton Chekhov's play, the first Juneau production for Perseverance Theater's new artistic director Peter DuBois, opened officially on Friday Oct. 16.

Patrick Moore, Ekaterina Oleksa, Marta Ann Lastufka, Stephen Hallam, Anita Maynard-Losh, and Peter T.

Ruocco act in this re-telling of classic story of a tangle of slightly mad relationships.

At the beginning of the Sunday night show, director DuBois reminded the audience that "The Seagull" was a play in process. With this cast and this director, performances can only grow stronger. This is a great opportunity to see a classic drama performed by a quality cast under fresh, dynamic direction.

Unundulating - Flat.

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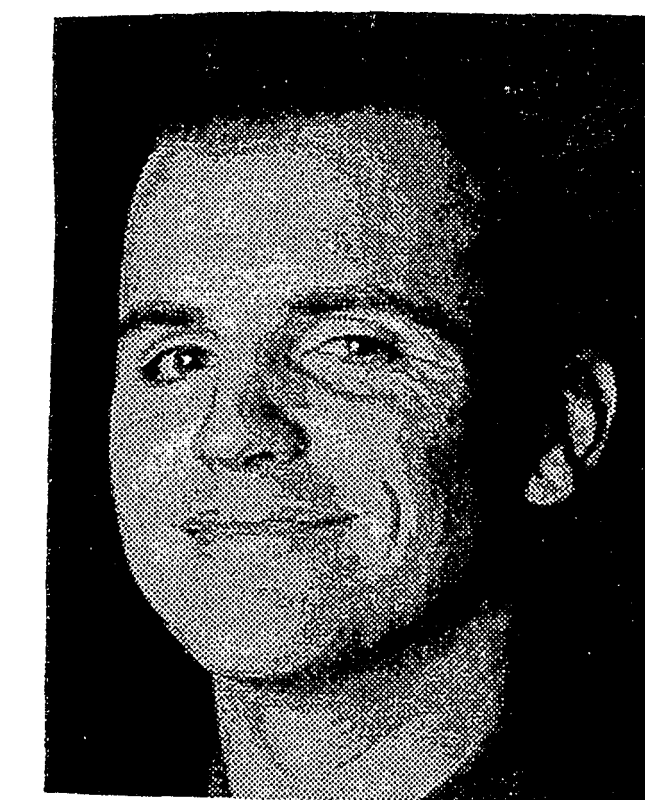
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Concerts every Friday. 7-9pm.

Beer, wine, and great food.

## The UAS Fall Comedy Series presents:

**GREG FITZSIMMONS**



Students and Alumni with ID \$8

General Admission \$10

Host of MTV's Idiot Savants  
HBO Comedy Showcase  
Late Night with David Letterman

9pm \* Friday, October 23 \*

Hendricksen Bldg. Rm. 113  
Tickets at the UAS cashier and at the door.



# Watch out for your October horror-scope

By Effin Wright  
Whalesong Columnist

**LIBRA** (Sept 23 to Oct 23) Beware until the bewitching hour when all those things come out for a few brief hours. Do not let it bother you though. Dress up as Princess Diana's reincarnation and spread kindness and love at a Halloween party. Hell, bring along the original lassie and heads will really turn, hopefully not at 360 degrees. A member of the opposite sex is hoping to fall in " " with you. Very, very, very frightening. To alleviate the frustration and tension take a primal bite out of a jack-o-lantern.

**SCORPIO** (Oct 24 to Nov 22) Your stinger is loaded and looking for just the right target. And everyone thinks "Friday the 13th" was scary. You watched that show in daycare and thought it was funny. Someone must have nurtured you well. You will bring new meaning to the word Halloweeneeee(k)n. How many victims will you paralyze with just your mere presence? Your new associates are among the living dead.

**SAGITTARIUS** (Nov 23 to Dec 21) Get your armor and your amour and don't wear it sparingly. There is a Gemini after your heart; unfortunately, this person wants to eat it. The whole thing. The angel comes from both the light and the dark side as you'll be blissfully headed for heartlessness. Dress up as Lucifer this Halloween. It will throw a wrench in the machinery (for a while). Play dumb, think smart and fast, and act stupid. It will throw them off guard. Geminis can't believe anyone else can think like they do. Good luck.

**CAPRICORN** (Dec 22 to Jan 19) You will acquire great wealth this week... or is it next week? Oh well, whatever. Your career goal is solidified by the 31st. Attend a costume party as a "New age millennium proctologist." After all, you have an acute sensibility for finding individuals who still think sphynxsterville is a town on the map rather than a state of mind. Your being a guest speaker at Preparation-H multi-level business seminars will sweep the nation in 1999.

**AQUARIUS** (Jan 20 to Feb 19) What morbid, scaly entity from the deep are you going to metamorphosize into?

The creature from the black lagoon, I presume. It's quite apparent that you're leaving a wet slimy mess on everything you touch. But hey! No doubt you'll find other slimes out there to co-mingle with. History reflects on the 1960s when some individuals were referred to as "drips." Do your research at the library and see if you could find, perhaps, some other drips nice enough to drag your carcass to a party.

**PISCES** (Feb 22 to March 20) Bits and pieces of you scattered about. No, not literally, just your gray matter. Like Jiffy Popcorn over a fire without the aluminum foil on top. It's time to incorporate the universal pooper scooper and pull your life together. Put all your oars in the water, allow your elevator to go to the top floor. In today's world you can't just use your left brain or your right brain. You must use both simultaneously and have interaction for if oars are in on one side then you just go around in circles. Let your inner brain be your guide (that which you can't find, nor communicate with).

**ARIES** (March 21 to April 19) The last few weeks weren't too tragic but the best is yet to come. For Halloween, scout around town and find a bighorn sheep head hanging on some sportsman's wall, and go to a party as yourself. People could see you for you. Stupid with a twinge of genius, overconfident, headstrong, and always bumping into things and trying to figure out why. What other sign would be crazy enough to put suction cups on their feet and live on jagged cliffs like you do. Let's face it, you're a nutcase in a world where others can't quite reach you.

**TAURUS** (April 20 to May 20) Glitchmonster. Utilize your creative educational abilities to reference this ghoulish costume. Maybe a computer virus, or even a literary disease. Your peers will look at you and go: "GAK!! What on Earth are you?" Not that they wouldn't say that any other day of the week, mind you. Also, a "For Sale" sign on your back would be appropriate. You figure out the price. After all, only you know what you're really worth, don't you? Don't fall off a cliff and don't get run over.

**GEMINI** (May 21 to June 20) Sagittarius figures promi-

nently this month. Your primal will to overcome barriers and obstacles is only the beginning which sends you off on a chilling and precarious adventure into the unknown. Disciplining your life is not your forte, but beware the forbidden line. Walk the line with open eyes, but do not cross over lest you be catapulted into limbo. (Not the movie, you idiot.) Watch out for the dark panther for its claws are razor sharp and the wounds run deep.

**CANCER** (June 21 to July 22) Just because you were born post-mature and not pre-mature, don't think for one minute that you're any wiser. You'll probably just get old before your time. Oh! That's it! A super costume. Go as "Father Time." You know, that old gray-haired fart with a robe, a cane, sandals, and a sundial on his head. As a sign of the times you could even sport a nice cheesy Timex. Better yet, forget about time altogether. It hasn't much relevance in your life anyway. Especially when late this month on HBO is featured "Father Time vs. The Shadow of Death" for a rematch Oct 31.

**LEO** (July 23 to Aug 22) This year for Halloween you should be downsizing. There is no way for lions to fight the ghosts of the past. It doesn't work. Being a cat won't help, either. Once they have used up nine lives at the bewitching hour then here comes the tenth. And guess what? You're repossessed. Instead, try taking off all your ferociousness and cunning and go as your inner child. A big, old lap-eared, dumb-ass, fudge puppy. The kind with those big, brown, droopy, rolling eyes and whimpering uncontrollably like you did something bad. Surprise! Actually, you really need something bad.

**VIRGO** (Aug 23 to Sept 22) Fool everyone this month—even yourself! Go to a party as one of this decade's greatest intellectuals and philosophers. Ah yes. It is BOOFOOLUS of the Juneautes! Classy ring don't you think? Here's the tricky part, though. What if someone really falls in love with your new image? What will you feel? What will you think? Would your heart palpitate uncontrollably?

Answer: Relax. It's only for one night. Might as well enjoy it. In the coming dawn, you'll both see each other for face value, wholesomely puke on one another, and walk away in silence.

## Letters from Mom

*Words of Wisdom: Just because you're paranoid doesn't mean they're not out to get you.*

Dear Mom,

I consider myself a feminist. About two years ago I began spelling woman as "womyn" and women as "wymyn." Then a friend asked me, "How do you know that the word 'man' didn't come from 'woman'?" Now I don't know how I should spell the d—n word!

Confused Feminist

Dear Fem,

I appreciate your frustration, but there'll be no cussing in this column, young lady. You can spell the expletive deleted word any way you want. In the history of the English language, spelling has often been a matter of personal taste and mood. Feel free to continue this grand tradition, but be warned that you will be misunderstood. Trailblazers and individualists have always been misunderstood, and sometimes martyred, so watch your back. Also, expect trouble from spell-checkers.

Love, Mom

*Words of Wisdom: If it's okay for anybody to sleep with anybody, how come it isn't okay for anybody to sleep with everybody?*

Dear Mom,

How do I confront the person that gave me an STD such as scabies? Do I hint at obscure references such as, "Wow, this sweater itches almost as much as scabies, but if I ever had scabies that itched as much as this sweater, I might have to kill the person that gave them to me"? How do I confront this person that was so selfless as to bestow upon me so many nights of pure torment? Do I say, "I enjoyed the scabies more than our painful/itchy relationship"? Please help.

Itchy in Idaho

Dear Itchy,

I suggest a tasteful hand-made greeting card. On the front write, "I've got you under my skin" and draw lots of little hearts. Inside write your wonderful line, "I enjoyed the scabies more than our painful relationship," and draw lots of ugly little scabies bugs.

Actually scabies is not a sexually transmitted disease. According to the National Pediculosis Association website (I am not making this up), "Scabies is mainly transmitted from one person to another through close contact with an infested person, or by sharing his or her personal articles, such as clothing or bed linen."

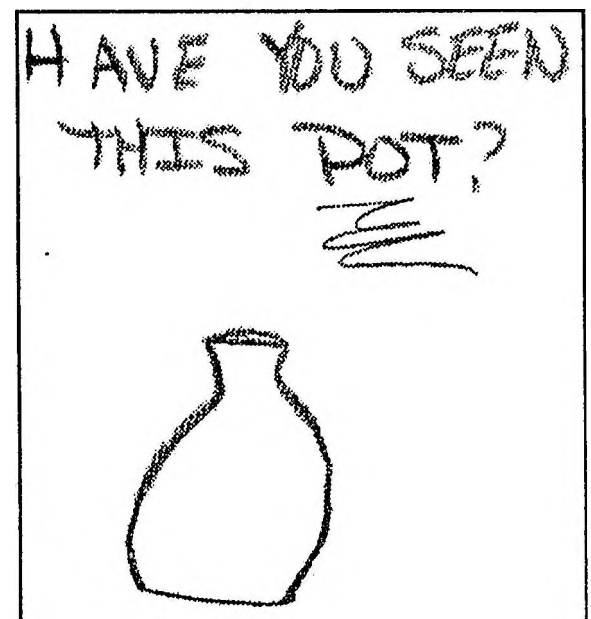
Seriously, I think you should tell the person that you have scabies and that you think s/he is the source. The same is true for STDs. The person you got the disease from may not be aware that they have the disease (maybe they think they got into some poison ivy) and you could be helping them out by telling them. And if you haven't already seen a doctor about that itch, you should do so. Or else talk to Katy Goodwin in Health Services.

Love, Mom

## UAS Classifieds

For sale: Kenmore portable dishwasher, butcher block top, excellent condition, \$250. 790-3948.

Seeking clean, cheap mattress or futon. 790-4535.



### The Observer Speaks

Forgive me if I stare at you  
Forgive me if I smile  
Forgive me if a wistful shadow slips across my face.  
It's just that you're so beautiful  
It's just that you're so young  
It's just that you remind of another time and place.

—Marah